

TABLE OF CONTENTS

I.	OVERVIEW	p.2
	A. Background	
	B. Cesar E. Chavez Values.....	p.4
II.	CESAR CHAVEZ DAY OF SERVICE AND LEARNING ACTIVITIES	p.5
	A. Learning about Cesar E. Chavez through Service-Learning	
	B. Project Categories	
	C. Selecting a Service-Learning Project (Different Proposal Models)	
III.	GRANT TERMS AND REQUIREMENTS	p.8
	A. Grant Terms	
	i. Eligibility	
	ii. Grant size and availability	
	iii. Grant period	
	iv. Notice of Intent to Apply	
	B. Grant Requirements	
	i Service-Learning Requirements	
	ii Letters of Commitment	
	iii Media Relations	
	iv Quality Programming	
IV.	SELECTION PROCESS AND CRITERIA	p.16
	A. Selection Process and Timeline	
	B. Selection Criteria and Guidelines	
	i. Selection criteria for service-learning	
	ii. Selection criteria for community service and awareness event	
	iii. Selection criteria for community partnerships	
	iv. Selection criteria for budget	
V.	APPLICATION RESOURCES	p.21
VI.	APPLICATION SUBMISSION PROCEDURE	p.28
VII.	INSTRUCTIONS & PERCENTAGE BREAKDOWNS OF FINAL SCORE .	p.29
	Narrative instructions	
	i. Instructions for service-learning (service-learning table)	
	ii. Instructions for community service and awareness event	
	iii. Instructions for community partnerships	
	iv. Instructions for budget	
VIII.	FORMS	p.33



I. OVERVIEW

A. Background

Cesar Estrada Chavez dedicated his life to promoting non-violence, justice, equality, tolerance, and respect for the environment and all humanity, specifically focusing on individuals who are traditionally disenfranchised. His life's work not only inspired a movement and generation of multi-racial leaders; it also resulted in real social change by improving the condition of disadvantaged people. To ensure that the life, work, and values of Cesar E. Chavez continues to inspire all Californians, Governor Gray Davis signed into law Senate Bill 984 (Polanco), creating the Cesar Chavez Day of Service and Learning, a state holiday.

The legislation authorizing Cesar Chavez Day articulated three related components: 1) the annual provision of Cesar Chavez Day of Service and Learning grant funds; 2) the adoption of a model curriculum by the State Board of Education for use by public schools for ongoing instruction and exercises related to the holiday; and, 3) the creation of an annual state holiday commemorating Cesar E. Chavez's life and work. The purpose of this grant is to carry out the legislation by funding grant proposals that engage substantial numbers of K-12 students in meaningful service-learning activities that promote an understanding of Cesar E. Chavez.

The Governor's Office on Service and Volunteerism (GO SERV) in collaboration with the Conservation Corps statewide has responsibility for overseeing the provision of grant funds. GO SERV also works closely with the Cesar E. Chavez Foundation in implementing the grant. GO SERV is authorized to make grants to eligible legal applicants, who may use grant funds to support community partnerships with public schools and with other community service organizations. For this grant GO SERV seeks competitive proposals for programs that engage K-12 students and a broad spectrum of the community in service-learning activities that embody the lifelong values and legacy of Cesar E. Chavez.

Cesar E. Chavez: A Legacy of Service and Conviction (1927-1993)

Cesar E. Chavez was an ordinary man with an extraordinary legacy of great accomplishment and service to humanity. Cesar was born March 31, 1927 in Yuma, Arizona on a farm his grandfather homesteaded in the 1880s. At age 10, his life as a migrant farm worker began when his family lost their land during the Great Depression. These were bitterly poor years for the Chavez family as they, together with thousands of other displaced families, migrated throughout the Southwest to labor in the fields and vineyards.

Although he possessed a thirst for learning that he would exhibit throughout the course of his life, Cesar left school after the eighth grade to help support his family. He joined the U.S. Navy in 1945, and served in the Western Pacific in the aftermath of World War II. In 1948, he married Helen Fabela, whom he met while working in the vineyards of Delano. The Chavez family settled in the East San Jose barrio of Sal Si Puedes from which he continued to work in the surrounding fields, orchards, and vineyards.



In 1952 Cesar's life as a community organizer began. While working in the apricot orchards outside San Jose, he became a full-time organizer with the Community Service Organization (CSO), a self-help group among Mexican-Americans. In this capacity he organized voter registration drives, battled racial and economic discrimination, and organized CSO chapters across California and Arizona. Following his dream to establish an organization dedicated to farm workers, Cesar moved his family to Delano, California in 1962 to establish the National Farm Workers Association.

Over the next 31 years, Cesar would forge a legacy of service, conviction and principled leadership that serves as a beacon for all Americans. As President of the United Farm Workers of America (UFW), AFL-CIO, he founded and led the first enduring farm workers union in U.S. history, achieving dignity, respect, fair wages, medical coverage, pension benefits, and humane living conditions, as well as countless other rights and protections for hundreds of thousands of farm workers. Under his stewardship a broad coalition of farmworkers, unions, religious groups, students, minorities, and consumers joined together to pursue social justice.

The late Senator Robert Kennedy called Cesar Chavez, "one of the heroic figures of our time." As a testimony to his lifelong contributions to humanity, he received the highest civilian awards from the United States and Mexico, the Presidential Medal of Freedom and the Aguila Azteca respectively.

Cesar Chavez - A Leader for All People

The significance and impact of Cesar's life transcends any one cause or struggle. A unique and humble leader, humanitarian, and communicator, Cesar influenced and inspired millions of Americans to seek social justice and civil rights for the poor and disenfranchised in our society. In the process, he forged a diverse and extraordinary national coalition of students, middle-class consumers, trade unionists, religious groups, and ethnic groups. This funding opportunity is therefore aimed at diverse populations and groups throughout the state.

Cesar Chavez Day of Service and Learning: "*Educating the Heart*"

A man of deep conviction, Cesar E. Chavez believed that service to others was a calling, a mission, and a way of life -- not merely an occupation or an occasional act of charity. With an ultimate respect for the sanctity of every life, Cesar believed that as human beings, everyone has an obligation to contribute to the well being of others, the earth, and all living things. He once said that, "We can choose to use our lives for others to bring about a better and more just world for our children. People who make that choice will know hardship and sacrifice - in giving of yourself you will discover a whole new life full of meaning and love." It was his most profound belief that only by giving of ourselves do we find life. Cesar believed that the "end of all education should surely be service to others," and that learning should not only nurture the mind but the heart and soul as well.



Cesar was, in all material respects, an ordinary man. What made his life extraordinary were the values that he put into action on a daily basis. Cesar steadfastly believed that ordinary people could make extraordinary social change when they are individually guided and bound together by universal values and a common vision for a better world. There were 10 universal values that guided Cesar as a family man, a labor leader, civil rights leader, spiritualist, social entrepreneur, environmentalist, and community servant.

B. Cesar E. Chavez Values

The Cesar E. Chavez Foundation and the Chavez family reflected upon the life of Cesar E. Chavez and identified the following core values by which he lived his life. Although Cesar E. Chavez is gone, his values have important contemporary meaning and universal application. Therefore, all program proposals must incorporate these values into their grant applications. The values embodied in the work of Cesar E. Chavez include:

- **Service to Others** – that is predicated on empowering others; engendering self-help, self-determination, and self-sufficiency versus charity;
- **Sacrifice** – that is spiritual; that recognizes our obligation to one another as one humanity; that is courageous and steadfast in its willingness to endure great hardship for others;
- **A Preference to Help the Most Needy** – a concerted effort to reach out to the most in need, the most dispossessed, the most forgotten people in society no matter how difficult the challenge that choice may bring;
- **Determination** – that is characterized by an attitude that with faith, steadfast commitment, patience, and optimism, human beings can prevail against all odds;
- **Non-Violence** – as the most powerful tool for achieving social/economic justice and equality; action that requires boldness and courage versus meekness and passivity;
- **Tolerance** – as an essential ingredient for success in organizing diverse forces to achieve social change, create community, and actualize democracy; as an absolutely indispensable necessity to the well-being of this country;
- **Respect for Life** – that holds as sacred the land, the people, and all forms of life;
- **Celebrating Community** – sharing the joyous and respectful expression of cultural diversity through the reinforcement of the values of equity and responsibility to and for one another;
- **Knowledge** – through the pursuit of self-directed learning and the development of critical thinking and constructive problem solving skills; and,
- **Innovation** – creative capacity to find pragmatic strategies and tactics to resolve problems and situations that often seem insurmountable to others.



II. CESAR CHAVEZ DAY OF SERVICE AND LEARNING ACTIVITIES

A. Learning About Cesar E. Chavez Through Service-Learning

GO SERV and the Cesar E. Chavez Foundation believe that service-learning is an effective education model to use when teaching about the life and values of Cesar Chavez. Cesar E. Chavez understood the value of learning and the importance of service to the community. Service-learning is a teaching method that embodies both these values.

To understand the value of service-learning as not only a learning model, but also as a means of teaching about the life and values of Cesar E. Chavez, it must be defined. GO SERV recognizes that different definitions of service-learning may exist. In this program the definition provided under the National and Community Service Act of 1990 is used.

Definition: As defined under the National and Community Service Act of 1990, service-learning provides a method:

by which students or participants learn and develop through active participation in thoughtfully organized service that:

- reflects youth voice and concern for the community
- is conducted in and meets the needs of a community
- is coordinated with public schools, other community service programs, and the larger community
- and helps foster civic responsibility and pride in youth

And that:

- is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and,
- provides structured time for the students or participants to reflect on the service experience.

This instructional strategy is designed to engage youth in meaningful service and learning experiences that compliment each other. Service-learning as an instructional tool teaches youth how to identify and assess community needs and how to address them through service action. National and state leaders have endorsed service-learning as an increasingly effective teaching methodology because it inspires teachers, students, and community members while addressing real community needs.



What National Leaders are Saying . . .

Service-learning offers the opportunity for today's young people and tomorrow's leaders to learn, while addressing local needs. Hands-on experience reinforces learning in the classroom, promoting civic responsibility and showing that citizens working together are a powerful force.

General Colin Powell, founding member of America's Promise

Well designed service-learning programs that contribute to academic achievement can strengthen schools and communities and prepare young people for a lifetime of good citizenship.

Sandra Feldman, president, American Federation of Teachers

To me service-learning can be summarized by the ancient saying: 'I hear, I forget. I see, I remember. I do, I understand.' In addition to that understanding, service-learning adds a critical fourth "R" to the three R's of education: "R" for responsibility. Let us embrace it at this moment in history.

John Glenn, Chair, National Commission on Service-Learning

The California Department of Education (CDE) has adopted statewide service-learning goals. Within the next three years, fifty-percent of California school districts should be well on their way to institutionalizing at least one service-learning opportunity for students at each grade level. The Cesar Chavez Day of Service and Learning supports this goal. Applicants must therefore teach about the life of Cesar E. Chavez through service-learning.

B. Service-Learning Project Categories

While various types of projects are consistent with the life and values of Cesar E. Chavez, four service project categories have been identified that reflect the values Cesar E. Chavez stood for. These categories include the following:

- Environment — projects that engage youth in activities that promote understanding, appreciation and respect for the environment.
- Community Improvement — projects that engage youth in activities which foster civic responsibility and pride while improving living conditions in the community.
- Human Service — projects that engage youth in activities that directly serve the most needy in a community.
- Cultural Diversity — projects that engage youth in activities that advance multi-cultural understanding and tolerance through efforts that touch and concern the greater community.



C. Selecting a Service-Learning Project

Selecting an innovative program design that reflects local needs is a critical step in applying for the Cesar Chavez Day of Service and Learning grant. Previously funded grantees have selected a wide variety of innovative projects. In spite of the variety of programs, in the first two years three categories of proposals has emerged. GO SERV has identified these categories as 1) Standard Service-Learning; 2) Process Oriented Service-Learning; and 3) Sample Service-Learning.

Each of these categories presents a different type of programming. However, the underlying service-learning requirements of this grant remain in all three. The purpose of these categories is to provide new and repeat applicants with guidance on selecting a program design that meets the needs of the community and the applicant. Regardless of the category selected, each one requires innovation in design and implementation. The three models for proposals consist of the following:

1. Standard Service-Learning: This is the current approach of constructing a service-learning program from the ground up. This type of proposal includes a defined service project that reflects student input. Through a very basic community needs assessment, youth play a role in identifying, designing, and implementing a new or pre-existing service project.
2. Process Oriented Service-Learning: This is a proposal that reflects a pure youth voice model, where the applicant proposes that youth undergo a comprehensive community needs assessment process that leads to student-defined service projects. It is expected that this type of proposal will be focused on the process phase of the service-learning activity as opposed to defining actual service projects. An example of a service-learning process oriented proposal will be available at the Chavez Day web site by August 20.
3. Sample Service-Learning: This is a guided sample approach which allows applicants to write a proposal based on one of three program designs: 1) Gleaning Project; 2) Service Clubs; and 3) Public Facilities Refurbishment. These programs were funded by GO SERV in the first two years, and allow for sustainability and replicability. Although sample designs for these programs are provided, they must still be re-engineered and innovated to fit local community needs. Guided blueprints for these projects are included in the appendices of this RFP. Curriculum resources related to these projects, which have been developed by former Cesar Chavez Day grantees, will be posted at the Chavez Day web site by August 20. *These materials are general enough for use by all applicants, regardless of category.*

Applicants will document which of the three program models they are applying for on the Title Page Form. Proposals that include a mix of “Sample Service-Learning” projects and non-sample projects become “Standard Service-Learning.” The same goes for “Process Oriented Service-Learning” proposals.



IV. GRANT TERMS AND REQUIREMENTS

A. Grant Terms

i. Eligibility

Senate Bill 984, as amended, identifies specific groups of organizations as eligible legal applicants for funds based on their experiences developing, coordinating, and administering youth service projects. If your organization does not appear on the list below and you believe you are eligible, please contact GO SERV at (916) 322-4446. Please check the Chavez Day website to find eligible applicants in your area. Eligible legal applicants for the Cesar Chavez Day of Service and Learning grants include:

- GO SERV-sponsored AmeriCorps programs, which include: all California State University Campuses, and all California Community College Campuses;
- AmeriCorps National Direct and Education Awards programs with operating sites in California;
- California AmeriCorps*NCCC sites;
- AmeriCorps Promise Fellow host organizations (GO SERV-sponsored and national direct grantees);
- AmeriCorps*VISTA sponsors;
- California Conservation Corps centers (CCC);
- Local Conservation Corps;
- School Districts that are Cal Serve grantees (Please check with your district office if you are unsure.);
- K–12 Learn and Serve America grantees;
- California Learn and Serve higher education grantees;
- National Senior Service Corps programs, including RSVP, Senior Companion Program, and Foster Grandparent Program;
- And, pending legislative approval:
 - 501(c)(3) nonprofit organizations that apply for no more than \$100,000 and meet the following qualifications:
 1. Evidence of tax-exempt status;
 2. Completed financial management survey;
 3. Successful history of working directly with youth;
 4. A one-page statement entitled “Youth Development Experience” that describes the organizations direct experience in successfully designing and implementing youth service and leadership programs (page one of narrative);
 5. A current one-page reference letter (one only) from a third-party organization that describes and endorses the nature and quality of the 501(c)(3) youth organization applying for the grant (will not count against page limit);
 6. Current and clean fiscal audit; and,
 7. If former government grants recipient, successful history of managing such grants.



Note: Applications from previously funded Cesar Chavez Day grantees whom have not completed required reporting and invoicing paperwork will not be considered for funding in this 2002-2003 program year.

ii. Grant Size and Availability

Approximately \$4.75 million are available to support activities related to Cesar Chavez Day service projects. The smallest allowable grant request is \$10,000 while the maximum allowable grant request is \$200,000. Programs under the new nonprofit category may apply for a maximum of \$100,000. The average grant size during 2002 was \$64,600, with grants ranging in size from \$10,000 to \$200,000. Grant size will differ depending on proposed activities. Grant awards function on a reimbursement basis through three invoices submitted to GO SERV during the six-month grant term. Any organization that applies for funding must have the capacity to front-load program costs. ***There is no matching fund requirement for the initial six-month contract period.***

Following grant fund allocation, GO SERV will determine if a balance of funds exist. If there is a balance of grant funds available, all 2003 grantees will have the opportunity to apply for extension funds. The extension application opportunity would follow the submission of an Interim Progress Report that is due in April. The application process for extension programs has not yet been determined. However, if extension funds are available, the extending contract period will run from July to December.

The basic criteria for extension candidates will include: an ability to generate matching resources; previous and current programmatic and administrative performance; a design in current programming that can easily be continued; high quality programs using criteria defined later in this RFP; and a clear focus on meaningful service activities that cost-effectively engage K-12 students. In the event extension funds are available, GO SERV will notify all 2003 grantees by March 1, 2003

iii. Grant Period

The grant period for 2003 funds will be January 1 – June 30, 2003. Grantees may not invoice GO SERV for expenses incurred toward the approved project until an executed contract is in place, and may not invoice for expenditures that occur before January 1 or after June 30, 2003 (unless approved for an extension grant).

iv. Notice of Intent to Apply

Applicants that intend to apply for a Cesar Chavez Day of Service and Learning grant are asked to submit a "Notice of Intent to Apply" via the Chavez Day web site at www.chavezday.ca.gov or by completing the notice in the appendix and faxing it to GO SERV (916.323.3227). While submitting this notice is not a



condition of application, it will provide GO SERV staff with a preview of the number of applications to expect and an estimate for the total demand on funds.

B. Grant Requirements

i. Service-Learning Activities

All applications must include a service-learning program design. This year applicants are encouraged to tie their service and/or learning experiences to at least one academic content standard. Applicants unfamiliar with California content standards and how to tie service-learning projects to these standards can receive technical assistance through our 1-800 service-learning hotline (866) 544-5604 and at regional training and assistance sessions.

Through meaningful service-learning projects, the Cesar Chavez Day of Service and Learning grants program is intended to empower K-12 youth to examine their communities and recognize the power they possess to make change. Applicants are therefore required to include two major components in their proposal: **(a). Ongoing K-12 Service-learning programming, and (b). One-time Community Service and Awareness Event**

(a). Ongoing Service-Learning Programming, Including Youth Voice

In conjunction with local schools and school districts, all proposed activities must engage a significant number of K–12 students in ongoing service-learning activities that teach about the life, work, and values of Cesar E. Chavez. Service-learning curriculum plans must also include a youth voice segment that empowers youth to identify and address community issues. Community activities should be age appropriate and are expected to occur over an extended period of time. Service-learning requirements include:

- **Ongoing Community Service:** In designing service-learning plans, applicants must facilitate youth voice to develop high-quality, meaningful community service projects that address unmet community needs. Service projects must be closely linked to an educational curriculum. This year GO SERV encourages applicants to link curriculum plans to at least one California Academic Content Standard.

K-12 students must be involved in not only identifying and discussing the community service project, but also the planning and implementation of it. Community service projects should also serve as opportunities where youth can learn empowering skills, i.e., leadership and planning, reading and designing plans, using hand tools, teamwork, developing community resources, painting and light construction, teaching and mentoring, public speaking, etc. All service projects must include direct links to Chavez and his values.



- Ongoing Learning: A primary objective of the Cesar Chavez Day of Service and Learning is to increase awareness and understanding of Cesar E. Chavez and his work. Therefore, the academic curriculum component of service-learning must include curriculum specifically and expressly related to the life and legacy of Chavez. It must also be linked to the service project(s) students will complete.

In February 2002, The California Department of Education approved a Cesar E. Chavez curriculum that includes lesson plans for all grade levels. This resource along with an abundance of other Cesar E. Chavez curriculum materials is available at the Chavez Day website. These materials are designed to make it easier for grant applicants to provide teachers with Cesar E. Chavez instructional materials. All programs are required to deliver *comprehensive* instruction on Cesar E. Chavez. Therefore, school assemblies alone, for example, would not qualify as comprehensive instruction.

- Youth Voice and Community Needs Assessments
All service-learning programs are required to teach K-12 students how to identify community needs. This is reflected in “Step One” of the service-learning table below. The “Service-Learning Process Oriented Proposals” are expected to articulate a comprehensive needs assessment. The “Original Service-Learning Models” as well as the “Sample Service-Learning Projects” proposals must also include a simplified component that describes how youth will be involved in identifying community needs for the purpose of this project. If a pre-defined service project is proposed, youth must be afforded an opportunity to provide input on how the project will be implemented.

All community needs assessments must be *current*. It is not allowable to use outdated surveys or assessments as a basis for defining the need that the service-learning project will address. It is expected that students will be directly exposed to the following issues:

- What is a community?
- What are community issues/needs?
- What tools exist for identifying community issues/needs?
- What is the community doing about these issues/needs?
- What service can youth provide to address these issues/needs?
- If pre-defined project, how project relates to other community needs.
- If pre-defined project, what resources will be needed and how should project be developed.
- Action plan
- Reflection



(b) Community Service and Awareness Event

A one-time community service and awareness event must be held on or near Cesar Chavez Day, March 31, 2003. This event must engage K–12 students and the larger community in **service and celebration** that honors the legacy of Cesar E. Chavez. If a proposal includes multiple regions around the state, each region is expected to sponsor a community service and awareness event. Combining community service and awareness events with different schools, different community partners, and a cross section of community members is highly encouraged. Student assemblies alone do not qualify as community service and awareness events.

Community service and awareness events can serve as the beginning, middle, or end of the service-learning activities. While community service and awareness events should occur on the officially recognized Cesar E. Chavez Holiday for 2003, March 31, 2003, an event on this specific day is not mandatory. Programs that cannot hold their event on this day should, however, provide an explanation and should schedule their event as near to the day as possible.

ii. Letters of Commitment

Applicants must document their respective partnerships, including school partnerships. Legal applicants and school district officials must submit Letters of Commitment in support of their respective applications. Letters of Commitment must be included in the application package and, depending on organization, should include the following:

If writing Letter of Commitment for legal applicant:

- All contact information on official letterhead and signed by program director or equivalent;
- A commitment to the program, including active K-12 youth involvement throughout the program's service project;
- A commitment of resources, including staff, tools, equipment, and other resources important in carrying out service projects;
- A commitment to work closely with and support public school partners;
- A commitment that legal applicant will understand curriculum links of in-class instruction to out-of-class activities (this is especially important where after-school and/or off-site programming is intended to link to daytime classroom instruction); and,
- A commitment to consult with and provide teachers with resources (curriculum and otherwise) needed to provide quality instruction on Cesar E. Chavez; and,
- An estimate of start and end dates



If writing Letter of Commitment for school or school district:

- All contact information on official letterhead and signed by school principal or equivalent;
- A commitment to work closely and cooperatively with the legal applicant;
- A statement of approval, or anticipated approval, of school-site projects needing district consent, i.e., school gardens, drip system irrigation installation, mural painting, fence construction, etc.;
- A statement that teachers have bought into the grant proposal and will provide instruction on Cesar E. Chavez;
- A statement that reflects understanding and support for the service project students will complete;
- A statement that key school officials, including teachers, understand how classroom curriculum will be linked to service project per the service-learning model; and,
- An estimate of start and end dates of programming.

This year these Letters of Commitment will be reviewed and scored as part of the peer review and staff review processes. All letters must address the items above and should be ***no more than one page***. These letters DO NOT count as additional pages in the application page limit.

- If more than 10 schools are involved, GO SERV will accept one letter from the district superintendent (or equivalent) that addresses the points above.
- If more than one district is involved, and there are more than ten schools in each district committed to the project, GO SERV will accept one letter from each district superintendent.
- If 10 schools or less are involved in any district, each school must write its own letter.

iii. Media Relations

In order to maximize exposure for Chavez Day programs as well as for GO SERV as the funding agency, all communication materials supported by the grant (i.e. press releases and/or press interviews, information notices, etc.) must:

- Identify the service-learning event as a GO SERV-sponsored program;
- Use the GO SERV name and logo on all printed materials including, but not limited to, recruitment brochures, orientation materials, curriculum, signs, banners, press releases and publications. GO SERV will provide a camera-ready logo and sample press release (Download these materials at <http://www.chavezday.ca.gov/forms.html>);
** Please spell out GO SERV in its entirety first before introducing the GO SERV acronym (The Governor's Office on Service and Volunteerism (GO



SERV). After the acronym has been properly introduced, it may then be used alone throughout the rest of the text; and,

- Be sent (two copies) to GO SERV's Communications Director.

A Cesar Chavez Day of Service and Learning press release will be drafted and submitted to legal applicants for optional use. If there are any questions related to media communications, applicants are encouraged to contact GO SERV's Communications Director at (916) 445-6687.

Promotional Materials, including posters, bookmarks, and other Cesar Chavez Day of Service and Learning collateral materials will be made available prior to March 31, 2003. To request materials, please do so by email via the "Collateral Materials Request Form" at the Chavez Day website, after January 15, 2003.

iv. Quality Programming

Regardless of what type of programming is proposed, ***all*** programs must present characteristics of high quality programming. The following characteristics have been observed in strong Chavez Day programs that were funded in 2001 and 2002. A peer reviewer should be able to identify these characteristics when reading proposals. The characteristics are broken down into three categories: administration, programming, and outcomes.

Administration:

- Presence, availability and ongoing involvement of central coordinator
 - oversight of implementation
 - monitoring of implementation
 - modification of implementation process if necessary
 - evaluation of project: successes, challenges, suggestions for future service-learning projects
- Orientation and Training provided for implementers of the project (e.g. teachers, partners, principals, community agencies, after-school programs, etc.)
- Use of technical advisors to provide guidance in implementing successful projects (ex. local nursery provides advice on the type of flowers to plant in a given community garden, taking into account climate, maintenance, etc.)
- Strong youth involvement in all aspects of project planning, implementation, and evaluation
- Approval or anticipated approval of necessary permits from school district, local government, or county government agencies.

Programming:

- Community needs assessment (in varying degrees, applicants demonstrate that a community needs assessment has been



conducted, resulting in a clearly identified need which service-learning project(s) will address)

- Youth voice is evident in all aspects of project planning and implementation
- Youth are involved with all aspects of project planning and implementation
- Service learning project(s) clearly addresses an identified community need
- Community buy-in is evident; community leaders, community agencies, local schools and colleges are aware of the proposed project(s), endorse the proposed project(s), and may even be partners for the project
- Activities are focused on Cesar E. Chavez and his values
- Where possible learning activities which take place in the classroom are integrated with core curriculum/standards/subject frameworks

Outcomes

By the end of project implementation, youth should be able to do the following:

- Demonstrate a basic knowledge of who Cesar E. Chavez was
- Demonstrate an understanding of the life, work and values of Cesar E. Chavez
- Articulate why they did/are doing the specific service project(s)
- Articulate how the service project(s) relates to Cesar E. Chavez
- Identify who benefited from the service project(s)
- Identify how the community benefited from the service project(s)
- Demonstrate the development of an ethic of service (demonstrates understanding of the importance of service to others)



IV. SELECTION PROCESS AND CRITERIA

A. Selection Process

Selection of 2003 Cesar Chavez Day of Service and Learning grantees will occur as a two-step process: (1) Peer Review – teams of reviewers from throughout the state will evaluate applications based on the selection criteria outlined in the RFP; and, (2) Staff Assessment – GO SERV staff will review applications for adherence to the narrative instructions, and will subsequently conduct phone interviews.

Final scores for all applicants will then be sorted and ranked using criteria outlined below. Other factors influencing final score may include: high quality (as determined by score), geographic distribution, applicant type (faith-based organization, community based organization, school district, etc.), and the ability to meet “desired outcomes” as described in step six of the service-learning table below. Previous administrative, programmatic, and fiscal management practices of repeat grantees will also be reviewed and factored into final grantmaking decisions.

Selection Timeline

August 14, **2002**

August – October 9

October 11

October 21–25

October 28–November 15

November 22

November 27

December 9–11

January 1–June 30, **2003**

July 31

Request for Proposal available

Technical Assistance Period

Application deadline: RECEIVED by 5:00 p.m. at GO SERV office

Peer Review Process

Staff Assessment Process

Cesar Chavez Task Force approves grantees

Announcement letters sent to grantees

Mandatory grantee training

Contract period

Reports and final invoices due

B. Selection Criteria

i. Selection Criteria and Guidelines for Service-Learning Activities

Criteria

- Engagement of a significant number of K–12 children in enriching academic activities that reflect youth voice
- Comprehensive instruction on the life and work of Cesar E. Chavez
- Engagement of a significant number of K–12 children in meaningful service projects that reflect youth voice
- A well articulated planning process, including a timeline for project completion
- Service-learning activities that address at least one compelling, unmet community need
- Service-learning activities that link directly to the values of Cesar E. Chavez



- Service-learning activities that promote leadership, initiative and civic responsibility
- Service-learning activities that occur over a period of time and are linked to community awareness activities on the Cesar Chavez Day of Service and Learning
- Safety considerations, especially for children's involvement, in service projects
- Capacity to meet targeted outcomes

Guidelines

Prohibited Community Service Project Activities: Although marches, religious services, and political advocacy were important aspects of Chavez's work, such activities do not constitute allowable activities under this grant. If your co-sponsors wish to participate in or promote such activities, they may do so. However, all funds to support such activities must come from sources other than this grant. Specific prohibited activities in relation to this grant include:

- Fundraising;
- Efforts to influence legislation – lobbying;
- Organizing or engaging in marches, protests, petitions, boycotts, or strikes;
- Assisting, promoting, or deterring union organizing;
- Engaging in partisan political activity;
- Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- Engaging in religious instruction, conducting worship services, or engaging in any form of religious proselytization;
- Conducting or engaging in voter registration drives; and,
- Other activities deemed prohibited by GO SERV.

ii. Selection Criteria and Guidelines for Community Service and Awareness Event

Criteria

- Outreach and inclusion of community partners at the community service event
- One-time activities that increase community awareness about the life of Cesar E. Chavez
- Recognition of student and community contributions to the program
- Activities that represent the values of Cesar E. Chavez
- Media outreach as well as the engagement of public officials in activities
- Description of a planning process and timeline for the development and implementation of community awareness activities.

Guidelines

Grantees must work with K-12 youth in planning and participating in a one-time community service and awareness event on or near Cesar Chavez Day, March



31, 2003. This event must engage a significant number of K–12 students, community partners, community leaders in **service and celebration** that honors the legacy of Cesar E. Chavez. If a proposal includes multiple regions around the state, each region is expected to sponsor a community service and awareness event. Combining events with different schools, different community partners, and a cross section of community members is strongly encouraged. Student assemblies do not qualify as community service and awareness events.

iii. Selection Criteria and Guidelines for Community Partnerships

Criteria

- Outreach to community organizations to gain support for program activities
- A strong partnership with community organizations and K–12 institutions
- Well-defined roles for partners, including partners' involvement with service-learning program
- Presence of effective communication systems to keep partners informed
- Diversity in partnerships

Guidelines

All grantees must partner with schools. Other suggested partners include non-profit organizations, community-based organizations, faith-based organizations and interested individuals. The composition of partnerships will vary from community to community. Prior to documenting partnerships in program proposals, applicants must first gain approval from the partnering organization. Examples of additional partners may include, but are not limited to, the following:

- colleges and universities
- faith-based service organizations
- K-12 service-learning programs
- National Senior Service Corps programs
- mentoring programs
- museums
- historical preservation associations
- senior/retired persons' organizations
- volunteer centers
- local or state government agencies
- youth service organizations
- foundations
- businesses
- chambers of commerce
- local media, including local television and radio stations
- labor unions
- other community or nationally-affiliated non-profit service organizations
- State agencies and employee organizations.



iv. Selection Criteria and Guidelines for Budgets

Criteria

- Detailed budget to support planned program activities
- Budget is consistent with RFP guidelines and justifies proposed expenditures
- Budget request supports a significant number of K-12 students in service-learning activities
- Sound fiscal management processes and policies in place

Guidelines

Allowable expenses include those related to the development, preparation, and implementation of Cesar Chavez Day of Service and Learning activities, such as staff costs, transportation, education-related supplies and service-related supplies. Budget items charged to this grant must demonstrate a direct relationship to service-learning programming that involves Cesar E. Chavez, and actively engages K-12 youth. All grantees must budget for liability insurance of at least one million dollars.

Grantees may provide subgrants to partnering public and non-profit organizations. However, subgrants to schools may not exceed one dollar (\$1) per K–12 student involved. Subgrants to other organizations that may be part of the partnership are not subject to the \$1 per student guideline.

Examples of Allowable Expenses Include the Following:

- Staff and corpsmember salaries/ living allowances directly related to the development, preparation, and implementation of activities;
- Local transportation – mileage reimbursement for staff and volunteers, transportation costs for students;
- Teacher stipends – release time, extended hours; however, no bonuses or honorariums;
- Supplies directly related to learning activities;
- Supplies directly related to service projects, but only when such service projects substantially and actively engage youth from start to finish;
- Speakers – not to exceed \$1,000 or 2 percent of grant (whichever is greater); where grantee's program includes multiple sites with substantial distance between them, i.e., San Francisco, Fresno, L.A. San Diego, GO SERV will fund up to four distant sites for a maximum of \$4,000. GO SERV staff shall have discretion to determine what is a substantial distance.
- Music or other entertainment – not to exceed \$1,000 or 2 percent of grant, (whichever is greater); same policy as speakers for a maximum of \$4,000.
- Indirect administration – not to exceed 5 percent of budget subtotal;
- Purchase of food and beverage for children as necessary to complete the labor on the service portion of the service-learning project and/or the service portion of the day of service and celebration, i.e., food and drinks provided to children planting trees, painting a wall, landscaping a community center bed,



- gleaning produce, collecting duck eggs, constructing a garden, actively collecting and distributing food and clothing, etc.
- Miscellaneous hand tools. However, when requesting funds for hand tools, applicants must clearly explain why such tools are not available from the legal applicant, school district, or other project sponsor, and what will happen to the tools once the project is complete.
 - Adaptation of curriculum materials. This year the California Department of Education approved a model curriculum, including lesson plans, on the life and values of Cesar E. Chavez. This, as well as several other Cesar E. Chavez curriculum resources, are available via the Chavez Day web site - www.chavezday.ca.gov. Because so many Cesar E. Chavez curriculum resources have already been developed, GO SERV will only fund the adaptation of materials to meet local needs. Curriculum plans must be described in the applicant's narrative.

Examples of *Unallowable* Expenses Include the Following:

- Large-scale project expenses for service projects that only incidentally involve youth, i.e., children sketch a fence and decorate it after it is constructed by contractors, or children draw a mural on paper and a muralist paints the mural, or children turn the water on in a drip system after a contractor installs it, etc.
- Scholarships or other prize monies (contests and competitions);
- Hourly pay, stipends, or honorariums for community volunteers;
- Hourly pay for AmeriCorps members (they are already stipended. NOTE: any service by AmeriCorps members must fall within existing AmeriCorps contract objectives)
- Hiring consultants to create new Cesar E. Chavez curriculum;
- Heavy equipment or power tools;
- Purchase of real estate/property;
- Purchase of mobile home trailers;
- Purchase of back packs
- Purchase of digital cameras or video cameras
- Giveaway t-shirts with no academic or programmatic value
- Gift certificates
- Other giveaway items, i.e. refrigerator magnets, souvenirs, coffee mugs, etc;
- Musical instruments;
- After-school snacks and refreshments (unless kids are physically laboring on service project, i.e., they are working up an appetite. Coloring pictures, arts and crafts, and essay writing do not count as laboring.)
- Office space rental;
- Utility payments;
- Hotels and restaurants for K-12 field trips;
- Computer software;
- Computers or other technology items; and,
- Other items deemed unallowable by GO SERV.



V. APPLICATION RESOURCES

This section provides the following application resources:

- A. Service-Learning Resources
- B. Definitions of “Community Service” and “Project”
- C. References to Cesar E. Chavez Curriculum Resources
- D. A Suggested Approach to Coordinating Service-Learning with Schools
- E. Dates and Locations for Training and Assistance Sessions, Including on-line Assistance
- F. Community Needs Assessment Resources
- G. Gaining Perspectives on Becoming a Cesar Chavez Day of Service and Learning Grantee

A. Service-Learning Resources

GO SERV is dedicated to providing applicants with the assistance and instruction necessary to develop high quality program proposals. This year GO SERV is pleased to offer a “1-800” service-learning assistance line as well as regional technical assistance sessions and on-line service.

I. 1-800 Service-Learning Assistance: (866) 544-5604

This year GO SERV will provide additional service-learning support from Mr. Shaun Hirschl. Shaun is currently the Director of the Youth Connection department at the Volunteer Center Orange County. He has over twenty years experience as a teacher, K-8 curriculum supervisor and principal in the field of education. Mr. Hirschl's experience in service-learning includes serving as the Service Learning Regional Lead (region nine) and Service Learning Coach in association with CalServ. As a consultant and trainer, he has conducted numerous workshops in the areas of service-learning. Shaun has a B.S. in Education, M.A. in School Administration and has completed coursework towards his Ph.D. in Curriculum and Supervision.

GO SERV has contracted with Shaun to provide assistance to applicants during the grantwriting period. The scope of his assistance will include the following areas:

- Understanding service-learning as it relates to the Cesar Chavez Day of Service and Learning grant program;
- Utilizing and adapting the California Department of Education's Cesar E. Chavez curriculum;
- How to integrate Cesar E. Chavez into other service-learning curriculum;
- How to adapt other curriculum resources into Cesar E. Chavez service-learning material; and,



- How to link Cesar E. Chavez service-learning curriculum to academic content standards.

Shaun's assistance DOES NOT cover technical questions unrelated to service-learning, i.e., due dates, grant requirements, award amounts, budget issues, forms, review process, eligibility to apply, partnerships, community service and awareness event, etc. Such questions should be directed to GO SERV staff via email and the training and assistance sessions.

B. Definitions of “Community Service” and “Project”

“Community Service” Defined

For purposes of the Service-Learning and Community Service and Awareness Event requirements above, the term **community service** refers to projects where K-12 **students identify, plan, and complete** activities that address unmet community needs. While school site service projects are acceptable, GO SERV encourages youth service projects that touch and concern the community in locations that extend beyond school grounds, i.e., surrounding neighborhoods, community centers, non-profit organizations, senior centers, food banks, public parks, health organizations, natural areas, community gardens, beaches, museums, historical sites, recycling centers, environmental facilities, homeless shelters, day centers for the disabled, etc.

If a school-site service project is selected, some portion of it must still link to the broader community beyond the school grounds. For instance, one group of elementary school children chose recycling as their school-site project. The students designed and painted recycle bins for their own school and for locations throughout the city. They recorded the locations of the bins, created a map of the bin locations, and distributed the map to public places. Links to the community beyond the school site not only instills a sense of civic pride and citizenship in youth, but also begins to build positive relationship between students and their communities.

“Project” Defined

The term “project” as used in this request for proposal refers to the service project sections of Service-Learning and the Community Service and Awareness Day, i.e., tree planting, mural painting, duck egg rescue, gleaning, etc. It does not refer to academic curriculum. Therefore, when writing the project description for the proposal and when completing the project table form provided, writers must summarize their service project plans. Curriculum plans are documented separately.



C. Linking Service-Learning to Academic Content Standards

Service-Learning and Linking Academic Content Standards (optional)

Electronic versions of the content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/>. To order printed and bound versions of the content standards, please contact CDE Press, P.O. Box 270, Sacramento, CA 95812-0271; telephone, toll-free, 800.995.4099. For an overview of the standards in Spanish and English, see Free Educational Publications at <http://www.cde.ca.gov/cdepress/downloads.html>. The basic steps to linking content standards include the following:

- I. Select the content standard subject (i.e. History/Social Science/Math) and grade levels.
- II. Connect the grade level and content area that best fits your Cesar E. Chavez service-learning plans. (If the project fits more than one grade or content level, you should prioritize “best fits” in the areas of content and grade level.)
- III. Select one or two standards that your project meets.
- IV. Describe the academic learning opportunity to meet the standard.
- V. Describe the service task to meet the standard. (how service connects to the standard)
- VI. (Optional)- provide information showing your project link to other standards.

For additional assistance, contact Shaun Hirschl at the 1-800 service-learning assistance line (866) 544-5604.

D. Service-Learning and Curriculum Resources

The Chavez Day website contains several links to valuable Cesar E. Chavez curriculum materials, including curriculum and lesson plans developed by the California Department of Education. Several programs struggled with developing and implementing quality curriculum plans during the first two years. Please keep in mind that curriculum plans must be comprehensive in nature, and that mere one-hour assemblies or one-time activities are inadequate. Also keep in mind that all curriculum plans must include instruction on the life and values of Cesar E. Chavez. Therefore, applicants are strongly encouraged to visit the curriculum section of the Chavez Day website before developing their curriculum.

E. Suggested Approach to Coordinating Service-Learning with Schools

Each legal applicant is required to partner with a local school to engage K-12 children in service-learning activities. It is essential that the legal applicant find a school partner immediately after deciding to apply for a grant. The legal applicant representative should bring a copy of the RFP to give school officials at their first meeting. A school or nonprofit



organization that receives an RFP and seeks a legal applicant with whom to partner should do the same. While legal applicants are expected to work closely with school staff, they are not expected to implement the academic curriculum. This component of the service-learning model should be negotiated with the school representatives and with teachers.

F. Training and Assistance Sessions

GO SERV will host a series of technical assistance sessions throughout the state during August and September 2002. These sessions will provide applicants with an overview of the purpose and intent of the Cesar Chavez Day of Service and Learning; a review of grant program guidelines; and clarification of requirements in the RFP. Service-learning training will also be provided. Please review the RFP thoroughly before attending. This will help attendees prepare questions ahead of time.

All applicants interested in applying for a grant, including repeat applicants, should attend the training and assistance sessions. It is crucial that all applicants become familiar with new requirements and program changes before writing their grants. Last year many proposals were either missing components, or were addressed but off the mark. Lower scores and application rejection followed. Each year GO SERV aims to strengthen program quality, including the quality of proposals received. Applicants who attend technical training sessions tend to submit higher quality applications because of the opportunity to ask clarifying questions, and because of the service-learning training they receive.

The service-learning assistance will help strengthen proposals of new and repeat applicants. Even those who feel confident with service-learning should attend. In spite of using a common definition of service-learning, some grantees really struggled with service-learning and the integration of Cesar E. Chavez and his values. Even programs with experienced service-learning practitioners mistakenly thought one-hour education assemblies met the grant's goals of service-learning and instruction on Cesar E. Chavez. All parties interested in applying for this grant are therefore encouraged to attend.

Potential partners should also attend. Technical assistance sessions are a great way to build collaborations because of the mutual interest in those attending. They are also a convenient venue for potential partners to find eligible legal applicants that might sponsor their efforts as part of a grant proposal.

Dates and Venues

Below is a list of dates and venues for regional training and assistance seminars. Potential applicants are encouraged to attend these seminars to help them further understand all components to the RFP.



- **Monday, August 26 (Sacramento)**
State Personnel Building, Room 150
801 Capital Mall, Sacramento, CA 95814
Facility Contact: Receptionist (916) 653-0799

- **Friday, August 30: (East Bay Area)**
County Office of Education
313 West Winton Ave, Hayward, CA 94544.
Facility Contact: Evan Goldberg (510) 670-4233

- **Wednesday, September 4 (Downtown Fresno)**
Fresno County Office of Education, Room 274
1111 Van Ness, Fresno, CA 93721
Facility Contact: Receptionist (559) 265-3000

- **Friday, September 6 (Redding)**
Shasta County Office of Education
1644 Magnolia Ave, Redding, CA 96001
Facility Contact: (530) 229-8585

- **Monday, September 16 (Los Angeles)**
West San Gabriel Boys and Girls Club
328 South Ramona Ave.
Monterey Park, CA 91754
Facility Contact: (626) 573-2831

- **Tuesday, September 17 (San Diego)**
Grossmont Community College
Room: Griffin Gate
8800 Grossmont College Drive
El Cajon, CA 92020
POC: David Rogers
Facility Contact: 619-644-7782

RSVP for the training session you will attend by completing the RSVP form at the Chavez Day website; by emailing GO SERV at ccdhelp@goserv.ca.gov; or by calling GO SERV at (916) 323-7646. Please do so by no later than two days before the training date. Contact telephone numbers are provided **only** for directional purposes in the event someone gets lost. Please consult **mapquest.com** for directions.

On-line Assistance

The Chavez Day website – www.chavezday.ca.gov – will serve as an additional technical assistance resource for potential applicants. Potential applicants may submit questions regarding the application process to GO SERV via electronic mail – ccdhelp@goserv.ca.gov. All questions



received by 5:00 p.m. on each Thursday during the technical assistance period (August - October) will be answered and posted on the Chavez Day website the following Monday.

G. Community Needs Assessment Resources:

For additional information on how to conduct a community needs assessment with youth, please contact any of the organizations below.

Jim Benedict
Newspaper in Education
2020 Christy Lane
Del Mar, Ca 92014
858 - 481-8366
jimbene@pacbell.net
<http://www.nfsf.org/whatisnie.htm>

Sherry Squire Mitchell, Director
Linking San Francisco
105 Aptos Avenue, Room 341
San Francisco, CA 94127
(415) 452-4651
info@linkingsf.org
<http://www.linkingsf.org>

Jill Addison-Jacobson, Program Manager
Youth Service California (YSCAL)
663 13th Street
Oakland, CA 94612
(510) 302-0550
Toll free (877) 572-3923
Info@yscal.org
<http://www.yscal.org>

Sample Ideas for Completing Basic Community Needs Assessments:

- Design a one page “**Community Needs Scavenger Hunt**”- Youth will find and identify community needs through research conducted on the Internet, in local newspapers and by conducting in-person investigations and interviews.
- Engage youth in “**Newspaper In Education**” (NIE), a structured process where children learn about community issues through the newspaper.
- Organize youth in “**Chavez Values Teams**” where teams of kids investigate what is happening in their communities with regard to a specific value (i.e. a “Service to Others” team might investigate



community service organizations and a “Respect for Life” team might investigate local environmental issues, etc.).

- Have youth research issues through newspapers, magazines, Internet, etc. and create a “**Community Issues Collage**”, where they create collages on classroom bulletin boards or poster boards that reflect community issues as they relate to Cesar E. Chavez’ values.
- Contact local and regional “**Community Development Departments**” at city hall and county government centers to acquire information on community needs assessments that have been conducted in the past and how they can inform this current service-learning process and project.

H. Grantee Perspectives on Running a Service-Learning Grant

While very rewarding, applying for and managing a Cesar Chavez Day of Service and Learning grant is a major project. To assist new applicants with this decision, the following veteran grantees have volunteered to answer questions on what it is like to develop and implement a Cesar E. Chavez grant proposal. Grantee opinions do not necessarily reflect GO SERV’s.

- Lucia Ortega, Director
UECC AmeriCorps
Cesar Chavez Day Celebration Through the Arts
1201 University Ave. #220
Riverside, CA 92507
(909) 787-7694
email: Lucia.ortega@ucr.edu
- Marty Weinstein, Executive Director
Bay Area Community Resources
Bay Area Cesar E. Chavez S-L Alliance
375 Doherty Drive
Larkspur, CA 94939
(415) 924-8500
email: mweinstein@bacr.org
- Shaun Hirshl, Director of Youth Services
Volunteer Center Orange County
Orange County Cesar Chavez Day Initiative
1901 East Fourth Street, Suite 100
Santa Ana, CA 92705
(714) 953-5757 ext. 135
email: SHirschl@volunteercenter.org
- Kari Neibel, Assistant Planner
Redwood Community Action Agency
Cesar Chavez Healthy Communities Project



904 G Street
Eureka, CA 95501
(707) 269-2022
email: kari@rcaa.org

- Kim Bryant, Program Director
Glendale Community College - Tell Me A Story
1500 N. Verdugo Road
Glendale, CA 91208
(818) 240-1000 ext. 5384
email: kbryant@glendale.cc.ca.us

VI. APPLICATION SUBMISSION PROCEDURE

Application Submission Procedures

Applicants wishing to receive grant funding to support Cesar Chavez Day of Service and Learning programs must submit an application to GO SERV for review. Applications will be assessed utilizing the selection criteria outlined in this Request for Proposals (RFP).

Applicants must submit **one original and three copies** of the completed application package and **one extra copy of the Budget Form and Budget Narrative** to GO SERV. The application must be **RECEIVED no later than 5:00 p.m. on Friday, October 11, 2002**. Applications received after this time will not be considered. Facsimiles or electronic mail transmissions will not be accepted. A completed application package shall include **all items in the Cesar Chavez Day of Service and Learning Application Checklist in the appendix of this RFP**. Applications missing checklist items will not be considered. Copy the checklist and place it on top of the application package.



VII. INSTRUCTIONS

A. Narrative Instructions

All applicants must complete this section according to the instructions provided, regardless of whether the proposal is Standard Service-Learning, Process Oriented Service-Learning, or Sample Service-Learning. In the order outlined below, provide the information requested in **no more than 6 double sided, double-spaced pages for a total of twelve pages**. Proposals should begin with a one page introduction, followed by the recommended breakdown. The four narrative sections include:

- i. **Service-learning** (7 pages recommended)
- ii. **Community Service and Awareness Day** (1 and _ pages recommended)
- iii. **Partnerships** (1 and _ pages recommended)
- iv. **Budget** (1 page recommended)

i. Instruction for Service-learning (60%)

For this section, the grant writer must follow the outline in the service-learning table that follows. Proposals should illustrate to the reader that the service-learning project is the sum of closely integrated and connected parts as reflected in the table. Please do not write and present your service-learning plans in table boxes. The boxes you see in the service-learning table are intended to serve only as a graphic representation of the steps involved in articulating a Cesar Chavez Day of Service and Learning project.

The table contains six steps; thus it is expected that the narrative in the proposal will include 6 sections, to reflect the 6 steps. Please do not write this narrative in bulleted format, however do make sure to address the relevant bulleted items listed in the table.

Service-learning proposals that include only one service project may simply write to the service-learning grant section for this one project. Proposals containing multiple projects, including multiple projects at one site, must not only summarize them in the narrative, but must also document their projects on the **Service-Learning Project Form** (blanks available on-line). This form, which will not count as a page in your allotted page limit, will serve to clarify program activities for the grantee and for GO SERV. Include this form immediately after your service-learning narrative.

Applicants submitting proposals that include multiple projects or multiple project regions must also submit a **one-page staff organizational chart** that documents who is overseeing what with respect to different program components and locations. As with the Service-Learning Project Form, the organizational chart DOES NOT count against your narrative page limit and should be included immediately following the Project Form.

